

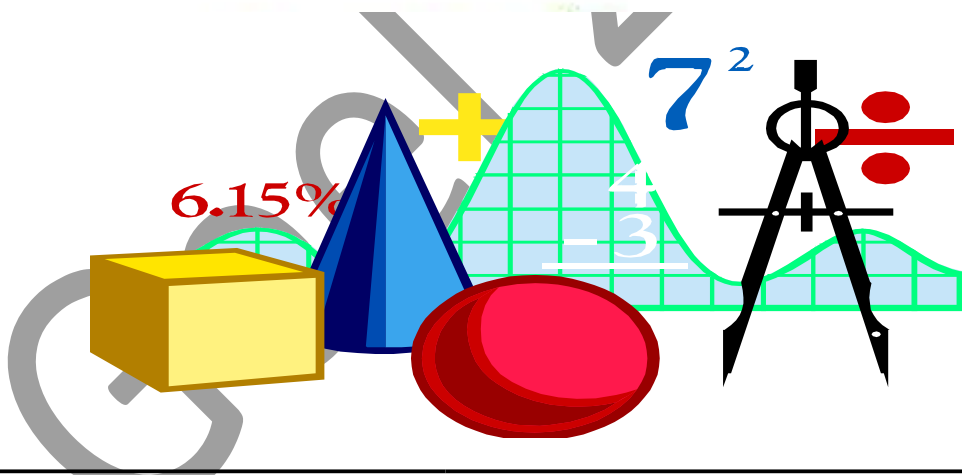


Geel 2000 Language Schools

Math Department

First Term

Primary 4



Name : _____

Class: _____

Lesson 1

	Digit	Number	Numeral
8			
78			
Sixty-one			
909			
0			
Ten			
403			
254,965			
10			

Lesson 2

Find the value of the underline digit:

1- 703,345

2- 53,903

3- 589,096

4- 221,344

5- 142,013

6- 856,189

7- 47,091

8- 980,650

9- 725,760

10- 967,120

11- 340,981

12- 90,474

Lesson 3

Choose digits from 0 to 9 to form the number and then answer:

Milliards			Millions			Thousands			Ones		
Ones			Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

- 1) The number is
- 2) The value of number in ones is
- 3) The value of number in tens is
- 4) The value of number in hundreds is
- 5) The value of number in thousands is
- 6) The value of number in ten thousands is
.....
- 7) The value of number in hundred Thousand is
.....
- 8) The value of number in millions is
- 9) The place value of the digit 3 in the number
63,527,877 is

10) The place value of the digit 5 in the number 2,734,540 is

11) The place value of the digit 7 in the number 678,942 is

Write the following numbers in standard form:

(1) 34 millions + 120 thousands + 231 =

(2) 12 millions + 760 thousands + 281 =

(3) 652 millions + 90 thousands =

(4) 923 millions + 12 thousands + 769 =

(5) 80 millions + 316 thousands + 418 =

Complete:

1) 33,000 =thousands.

2) 40,000 = Tens.

3) 92 thousands =hundreds.

4) 1200 tens = thousands.

5) 6,700,000 hundreds =millions.

Lesson 4

Fill in the blanks:

- 1) is 10 times greater than 20,000.
 - 2) is 10 times greater than three hundred.
 - 3) 34 thousands \times 100 =
 - 4) 20,000 is Times greater than 200.
 - 5) 1,000 is Times greater than 1.
 - 6) is 100 times greater than 50.
 - 7) 300 is 100 times greater than
 - 8) 120 is 10 times greater than
-

Choose the correct answer:

- 1) 57,000 is times more than 5,700.
a) 10 b) 100 c) 1000
- 2) 660 thousands 66 hundreds.
a) < b) = c) >
- 3) 506,000 = hundreds
a) 5,060 b) 50,600 c) 506

Lesson 5

Complete the table:

	Standard form	Expanded form	Word form
1	7,640		
2		$70,000,000 + 1,000,000 + 100,000 + 90,000 + 3,000 + 800 + 10 + 3$	
3			Seventy four thousands, seven hundreds and eighty one.
4	628,802,527		

Lesson 6

Convert each of the following from composed to decomposed:

.1) Composed : 3,929,860,107

Decomposed:.....

.....

.....

2) Composed: 9,321,126,630

Decomposed:.....

.....

.....

3) Composed: 120,982,543

Decomposed:.....

.....

.....

4) Composed: 2,571,294,235

Decomposed:.....

.....

.....

In each of the following write the greatest and the smallest number:

2 , 6 , 8 , 3 , 9 , 1 , 0 , 6

The greatest number:

The smallest number:

1 , 5 , 4 , 4 , 3 , 0 , 9 , 6 , 5

The greatest number:

The smallest number:

9 , 2 , 4 , 5 , 8 , 3 , 0 , 7

The greatest number:

The smallest number:

Complete:

- 1) 2,945,501,328=billions,millions
.....Thousands,
- 2) 6,091,243,394=milliard,millions
..... thousands ,
- 3) 5,637,542,078=.....billions,millions
..... thousands ,
- 4) 1,751,202,818=.....milliard,millions
..... thousands ,
- 5) 8,778,581,009=.....billions,millions
..... thousands ,

Write the value and the place value of the underline digit:

Number	Value	Place value
493,90 <u>8</u> ,864		
<u>1</u> ,905,173,081		
3,3 <u>4</u> 6,368,863		
<u>4</u> 12,457,137		
335,414,5 <u>6</u> 4		
9,427,8 <u>9</u> 2,724		
<u>6</u> 1,910,523		

Lesson 7

Circle the symbol to compare the number:

1,231,425,134	$>, =, <$	1,321,454,435
67,373,623	$>, =, <$	67,373,630
40,243,022	$>, =, <$	40,209,514
999,999,999	$>, =, <$	1,000,000,000
6,235,648	$>, =, <$	6,235,528
132,368	$>, =, <$	132,678
2,480,000,009	$>, =, <$	2,500,000,000
897,375,102	$>, =, <$	897,382,102

Lesson 8

Complete using >, <, =

14,340,064		14,790,064
5,132,495,500		Five milliard, three hundred million, seven hundred fifteen thousands, forty three
$(7 \times 100,000,000) +$ $(4 \times 10,000,000) +$ $(9 \times 10,000) + (7 \times 100)$ (1×10)		$70,000 + 9,000 + 600 +$ $30 + 6$
Seventeen million, four hundred twenty five thousand, six hundred five.		$(1 \times 10,000,000) +$ $(7 \times 1,000,000) +$ $(4 \times 100,000) + (3 \times 10,000)$ $(6 \times 100) + (5 \times 1)$
8,040,761,903		$8,000,000,000 +$ $400,000,000 + 700,000$ $60,000 + 1,000 + 900 + 3$
Four hundred twenty-three thousand and twelve		$400,000 + 30,000 +$ $1,000 + 20 + 2$

Lesson 9

(1) List each of the following in an ascending order:

- Five milliard, six hundred thousand, four
- 561,014
- Five milliard six hundred thousand forty
- $(4 \times 1,000,000,000) + (4 \times 100,000) + (6 \times 10)$
- 6,400,042

.....
.....
.....
.....
.....

(2) List each of the following in a descending order:

78,090 79,010 78,091 78,909 79,100

..... ; ; ; ;

Complete:

- (1) The smallest 7-digit number is
- (2) The smallest 9-digit number is
- (3) The smallest different 8-digit number is
.....
- (4) The smallest different 10-digit number is
.....
- (5) The greatest 6-digit number is
- (6) The greatest 11-digit number is
- (7) The greatest different 7-digit number is
.....
- (8) The greatest different 8-digit number is
.....
- (9) The greatest different 9-digit number is
.....

Lesson 10

Use front-end estimation for each number in the table. Record your answer in standard form:

	Number	Front-end estimation
1	78,930,426	
2	8,253	
3	Nine milliard, four hundred twelve million, seventy-six thousand, five	
4	$60,000,000 + 2,000,000 + 600,000 + 80,000 + 2,000 + 900 + 80 + 3$	
5	$(8 \times 1,000,000) + (7 \times 1,00,000) + (2 \times 10,000) + (4 \times 100) + (1 \times 10)$	

Lesson 11

Round each of the following to the nearest 1000:

(1) 132,772

(2) 527,041

(3) 140,623

(4) 65,804

(5) 32,320

Round each of the following to the nearest 10,000:

(1) 735,295

(2) 34,642

(3) 752,503

(4) 821,313

(5) 94,994

Round each of the following to the nearest 100,000:

(1) 853,089

(2) 702,402

(3) 493,442

(4) 764,005

(5) 237,999

Round to the place value of the underline digit:

(1) 84,999

(2) 672,302,596

(3) 10,821

(4) 850,000

(5) 902,831,287

(6) 6,432,194,065

Unit 2

lesson 1

Use the commutative property to solve each of the following:

$5+6+8+4$	.....
$6+7+3+5$	.....
$9+5+8+5$	.....
$3+2+8+5$	.....

Choose the correct property :

1) $(13 + 7) + 8 = 13 + (7 + 8)$

a)additive identity b)commutative c)associative

2) $0 + 98 = 98$

a)additive identity b)commutative c)associative

3) $34 + 6 = 6 + 34$

a)additive identity b)commutative c)associative

Lesson 2

Match which mental math strategy would work best for each problem:

Compensate to make a benchmark	Break up and bridge	Add to subtract
--------------------------------	---------------------	-----------------

(1) $169 + 32$

.....

(2) $802 - 789$

.....

(3) $64 + 89$

.....

(4) $44 - 23$

.....

Find the sum:

$$\begin{array}{r} 546 \\ +215 \\ \hline \end{array}$$

a. 351

b. 751

c. 752

d. 761

$$\begin{array}{r} 972 \\ - 342 \\ \hline \end{array}$$

a. 787

b. 530

c. 630

d. 634

Problem	Mental math strategy chosen	solution	Was this an effective strategy?
17+29			
92-11			
101-98			
32+11			
76-68			
83+17			

Lesson 3

Find the result:

(1) $3\ 7\ 8\ 6\ 4\ 2\ 3$

$+ 2\ 1\ 0\ 3\ 3\ 4$

.....

(2) $4\ 8\ 9\ 1\ 2\ 4\ 2$

$+ 3\ 1\ 0\ 2\ 3\ 1\ 5$

.....

(3) $6\ 2\ 8\ 8\ 7\ 7$

$+ 6\ 7\ 3\ 4\ 4\ 3\ 8$

.....

(4) $6\ 5\ 4\ 3\ 0\ 0\ 0$

$+ 4\ 2\ 4\ 4\ 7\ 8\ 9$

.....

(5) $7\ 0\ 0\ 8\ 1\ 9\ 7$

$+ 8\ 2\ 9\ 3\ 8\ 5$

.....

(6) $9\ 0\ 0\ 0\ 0\ 0\ 0$

$+ 3\ 5\ 1\ 3\ 6\ 8\ 9$

.....

Lesson 4

Find the result of each of the following using the count-down strategy:

$$\begin{array}{r} (1) \quad 742 \\ - \quad 351 \\ \hline \end{array}$$

.....



$$\begin{array}{r} (2) \quad 6,452 \\ - \quad 2,500 \\ \hline \end{array}$$

.....



$$\begin{array}{r} (3) \quad 27,251 \\ - \quad 4,321 \\ \hline \end{array}$$

.....



Find the result of each of the following using the count-on strategy:

(1) 679

- 237

.....



(2) 8,425

- 3,271

.....



(3) 17,643

- 8,341

.....



Lesson 5

Find the result:

$$\begin{array}{r} (1) \quad 6,254 \\ - \quad 4,823 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (2) \quad 65,456 \\ - \quad 36,362 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (3) \quad 524,456 \\ - \quad 111,269 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (4) \quad 8,278 \\ - \quad 3,421 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (5) \quad 53,326 \\ - \quad 14,273 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (6) \quad 78,027 \\ - \quad 6,315 \\ \hline \end{array}$$

.....

Lesson 6

Solve the following problems:

(1) Mohamed had 4,315 pounds, from which he bought a television for 2,125 pounds. How much money did left with Ahmed?

.....

.....

(2) A poultry farm with 5,850 chickens. 3,540 were sold in a week. How many chickens did left on the farm?

.....

.....

(3) a primary school has 2,379 students. 842 of them are girls. How many boys are there in this school?

.....

.....

Find the missing number:

(1) $24,000 - n = 6,000$

Bar model

Solution

(2) $b - 12,000 = 43,000$

Bar model

Solution

(1) $143,214 + c = 345,679$

Bar model

Solution

(2) $16,967 - d = 4,643$

Bar model

Solution

Lesson 7

Find the solution for each of the following:

- (1) Alexandria has a population of 750,000 people. The population of Ismailia is 620,000 people and the population of new Cairo is 300,000. How much more is the population of Ismailia and new Cairo combined than the population of Alex ?

.....

.....

- (2) The great pyramid had 58,500 visitors on Monday, 43,123 on Tuesday, and 62,321 on Wednesday. How many visitors are there in these three days?

.....

.....

Unit 3

lesson 1

Circle the best unit to measure each length

(1) Height of a man.

Kilometer meter centimeter millimeter

(2) Length of the Nile River.

Kilometer meter centimeter millimeter

(3) Distance from Cairo to Alexandria.

Kilometer meter centimeter millimeter

(4) Length of an insect.

Kilometer meter centimeter millimeter

(5) Distance between home and school.

Kilometer meter centimeter millimeter

(6) The length of the book.

Kilometer meter centimeter millimeter

1 kilometer = 1000 Meter

Complete:

	Kilometer	Meter
1	.....	1,000
2	5	.....
3	13	.....
4	.....	3000
5	.....	95000
6	50	.....

Convert the following:

1) $3\text{m } 17\text{cm} = \dots\dots\dots\text{cm}$

2) $8\text{m } 31\text{cm} = \dots\dots\dots\text{cm}$

3) $7\text{km } 13\text{m} = \dots\dots\dots\text{m}$

4) $28\text{km } 55\text{m} = \dots\dots\dots\text{cm}$

5) $9\text{km } 30\text{m} = \dots\dots\dots\text{cm}$

6) $12\text{m } 40\text{cm} = \dots\dots\dots\text{cm}$

(1) If one ant can walk 250 meters in one hour, how many hours will it take to walk 1 kilometer?

.....

(2) If the same ant walked 10 hours, how far would it go? Express your answer in kilometers and meters?

.....

Lesson 2

Complete:

(1). $4\text{kg} = \dots\dots\dots\text{g}$

(2) $9\text{kg} = \dots\dots\dots\text{g}$

(3) $\dots\dots\dots\text{kg} = 3,000\text{g}$

(4) $3\text{kg} = \dots\dots\dots\text{g}$

(5) $\dots\dots\dots\text{kg} = 40,000\text{g}$

(6) $30\text{kg} = \dots\dots\dots\text{g}$

(7) $73\text{ kg} = \dots\dots\dots\text{g}$

(8) $25\text{ kg} = \dots\dots\dots\text{g}$

(9) $37\text{ kg} = \dots\dots\dots\text{g}$

(10) $23\text{ kg} = \dots\dots\dots\text{g}$

Compere. Write (>,<=)

1) 900 g 9 kg

2) 12000 g 10 kg

3) 3 kg 3000 g

4) 50 kg $50,000\text{ g}$

Lesson 3

Complete:

(1) 4 L =mL

(2) 15 L =mL

(3) 56 L =mL

(4) 13 L = mL

(5) 70 L =mL

(6) 6 L =mL

(7) 4,000 mL =L

(8) 16,000 ml =L

(9) 5,000 ml =L

(10) 90,000 ml =L

(11) 44 L + 12 L 800 mL =mL

(12) 6 L + 800 mL =mL

(13) 1 L + 12 L 185 mL =mL

(14) 69,895 mL =L +mL

(15) 43,207 mL =L + mL

Lesson 4

Complete the following:

- (1) 2,000 cm = dm
- (2) 5,000 dekagram = hectogram
- (3) 35 kiloliters = hectoliter
- (4) 12 decigram = centigram
- (5) 2,000 decileter = Liter
- (6) 5,000 gm = decagram
- (7) 8 kiloliters = hectoliter
- (8) 32 decigram = centigram
- (9) 9,000 decileter = Liter
- (10) 1,000 gm = Decagram
- (11) 8,000 cm = dm
- (12) 4,000 dekagram = hectogram

Lesson 5

Complete:

Hours	minutes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Days	Hours
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Weeks	Days
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Lesson 6

Solve the conversation problems using the ratio table above.

(1) 11 hours 50 minutes =minutes

(2) 7 hours 24 minutes =minutes

(3) 3 days 10 hours =hours

(4) 1 day 25 hours =hours

(5) 4 days 30 hours =hours

Solve the elapsed time problems:

(1) 2:15 + 1:26 =

(2) 3:34 + 40 minutes =

(3) 4:54 – 2:36 =

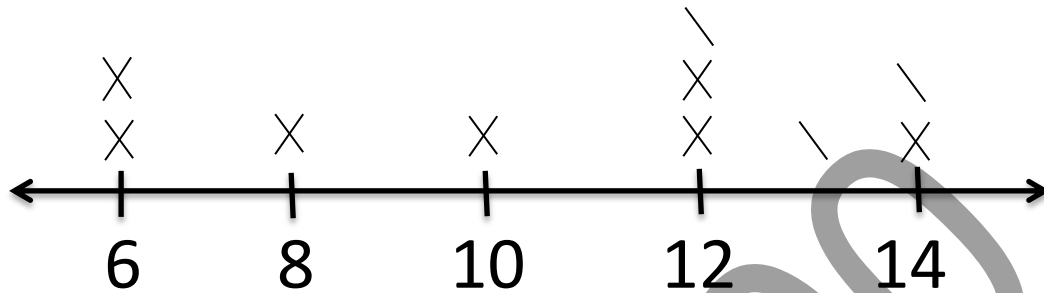
(4) 7:43 – 3:33 =

(5) 5:31 + 1:24 =

Lesson 7

Use the line plots to answer the questions:

Ages of children in the training



Key: each x=2 students

- What does this line plots show?
- What is the scale for this line plots?
- How many children in the training are 12 years old?
- How many children in the training are 6 and 8 years old?

Complete the triangle of division and multiplication facts:

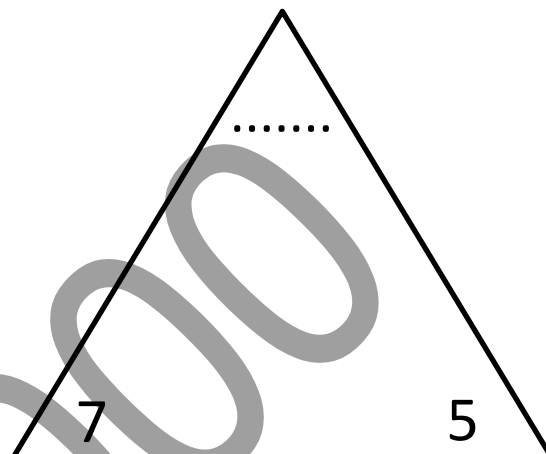
(1)

$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



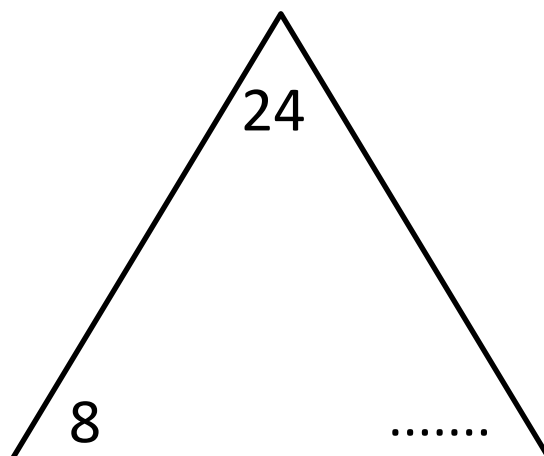
(2)

$$\dots \times \dots = \dots$$

$$\dots \times \dots = \dots$$

$$\dots \div \dots = \dots$$

$$\dots \div \dots = \dots$$



Lesson 8

(1) Asmaa bought potatoes weight 2 kg and 950 g. her onions weighted 1,920 grams less than the potatoes. How much did the potatoes and onions weight togther?

.....

.....

2) Hanaa is measuring two ant lines. Colony A ant line is 30 cm. and colony B ant line is 500 mm. long .How many cm. long are the two ant lines together ?

.....

.....

Lesson 9

3) Ahmed has a 16 meter long piece of wood. He wants to cut it into 4 equal pieces in length.

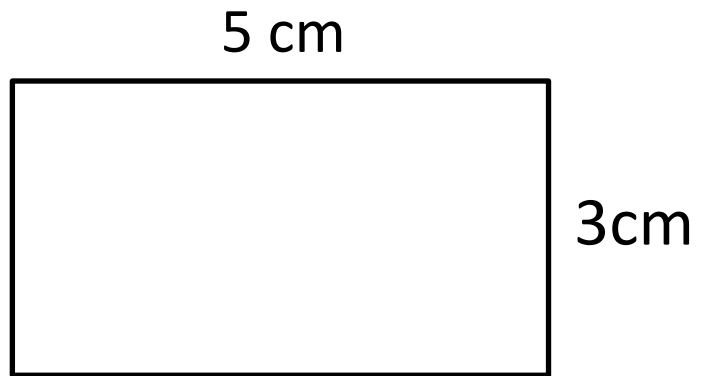
How long each piece be in meters?

4) Jody travelled 8 days cotinously .she travelled 5000 m. eachday , How many km. did she walk in all ?

Unit 4
Lesson 1

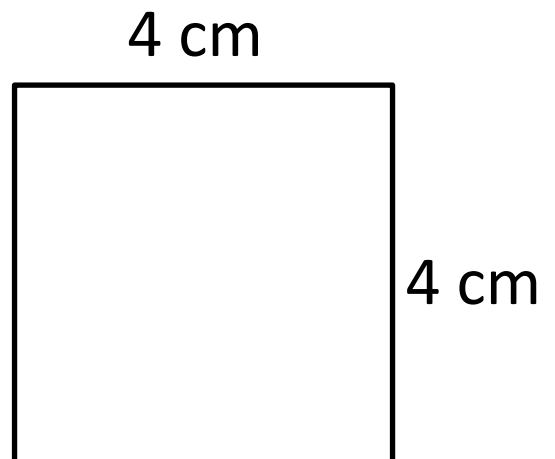
Find the perimeter of each of the following:

(1)



The perimeter=.....

(2)



The perimeter=

(3)

6 cm



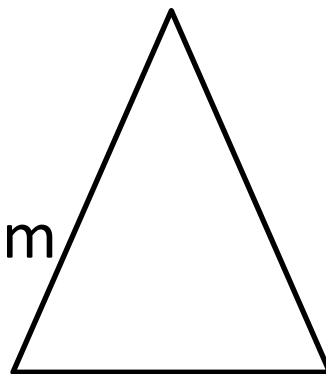
2 cm

The perimeter=.....

(4)

50 mm

50 mm



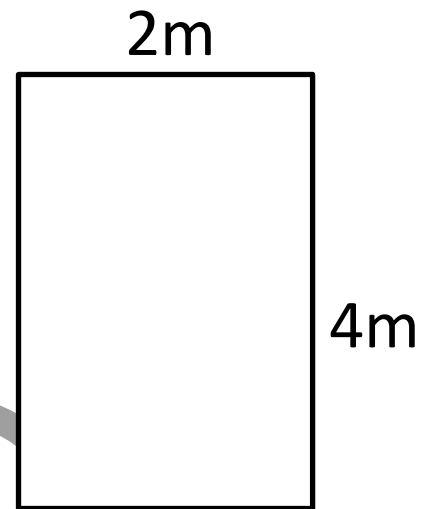
35 mm

The perimeter=

Lesson 2

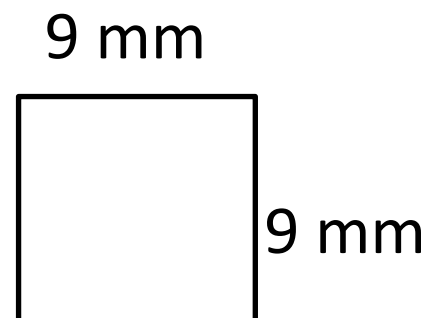
Find the area of each of the following:

(1)



The area =

(2)



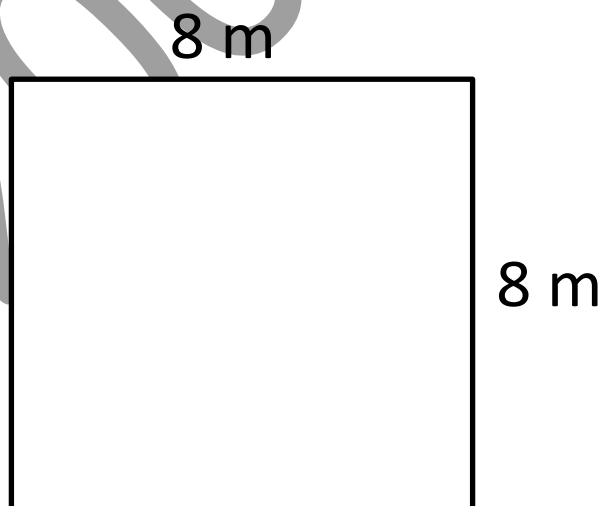
The area =

(3)



The area =

(4)



The area =

Lesson 3

Find the missing side in each of the following:

(1)

6 mm

Perimeter= 18mm

.....

.....

(2)

.....

Perimeter= 24cm

4 cm

.....

(3)

11m

Area = $77m^2$

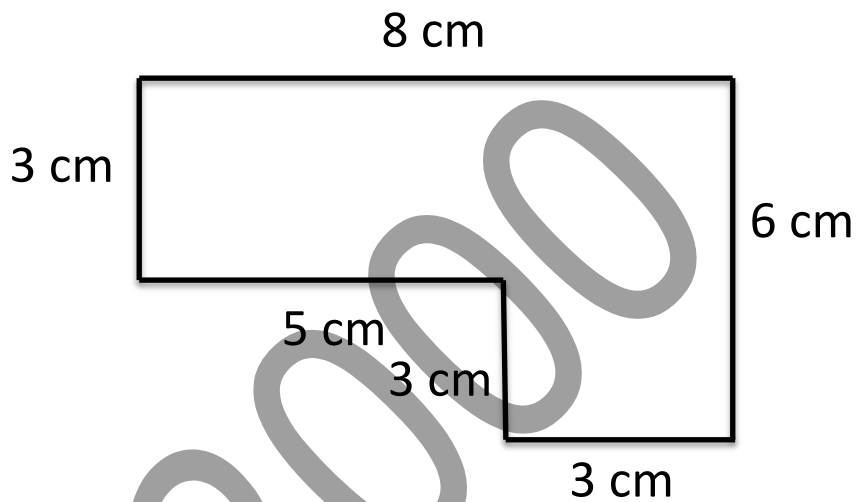
.....

.....

Lesson 4

Find the area and the perimeter of each of the following:

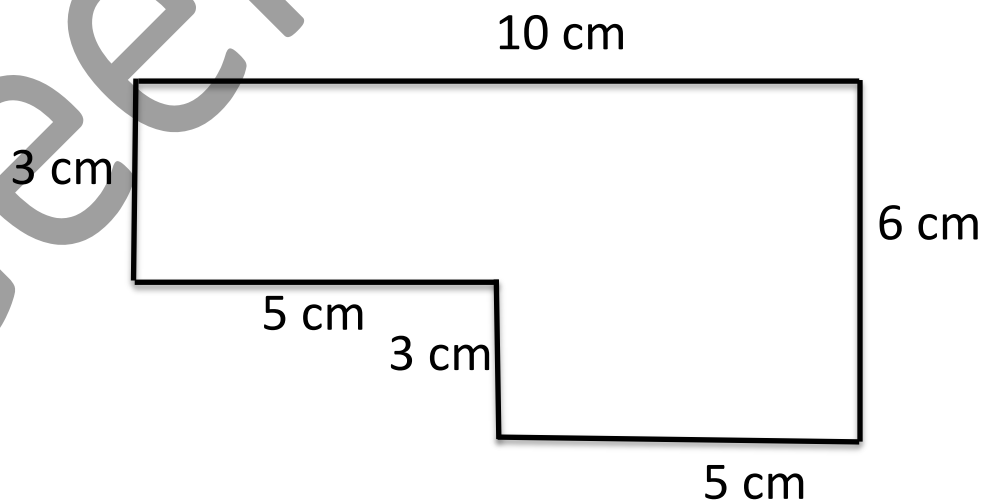
(1)



Perimeter =

Area =

(1)

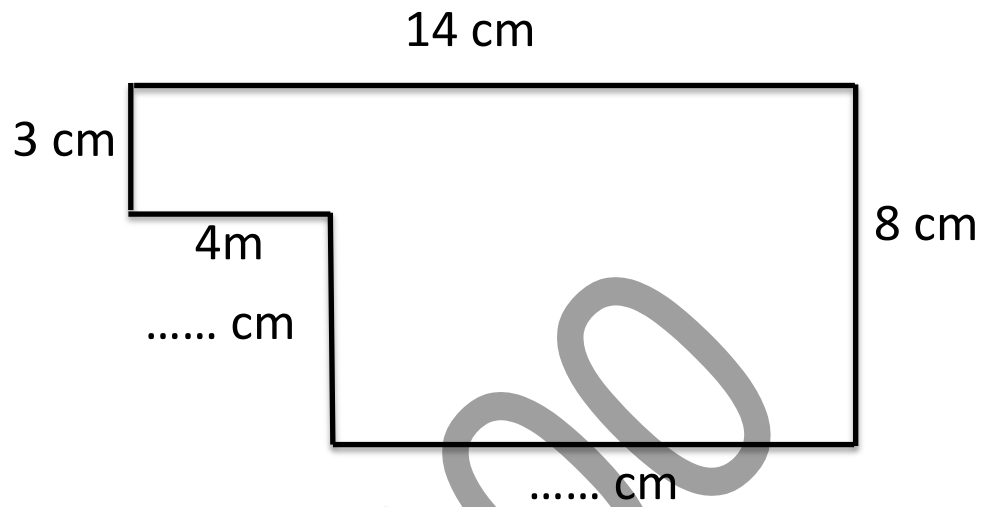


Perimeter =

Area =

Calculate the area and the perimeter:

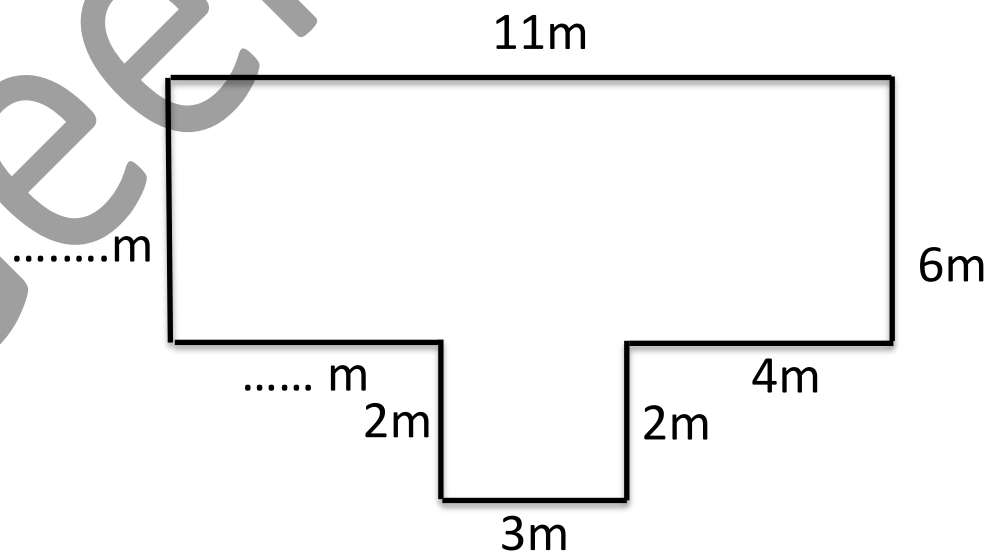
(1)



The perimeter=

The area=

(2)

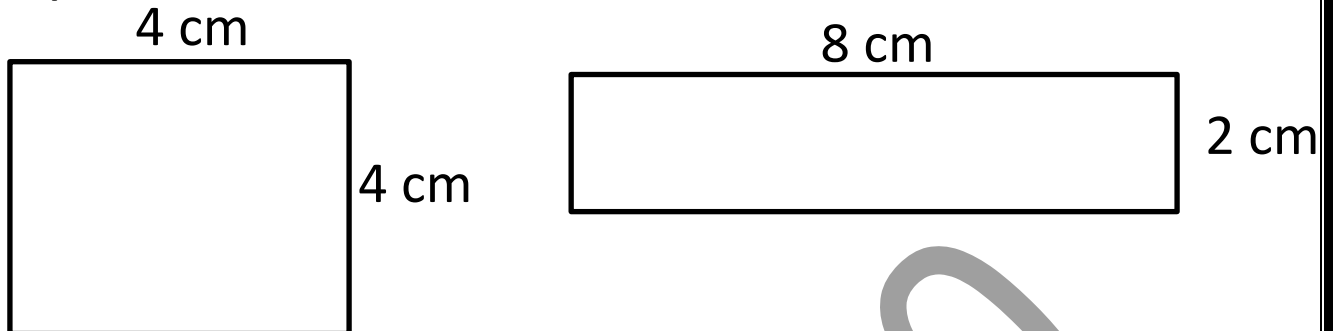


The perimeter=.....

The area=.....

Lesson 5

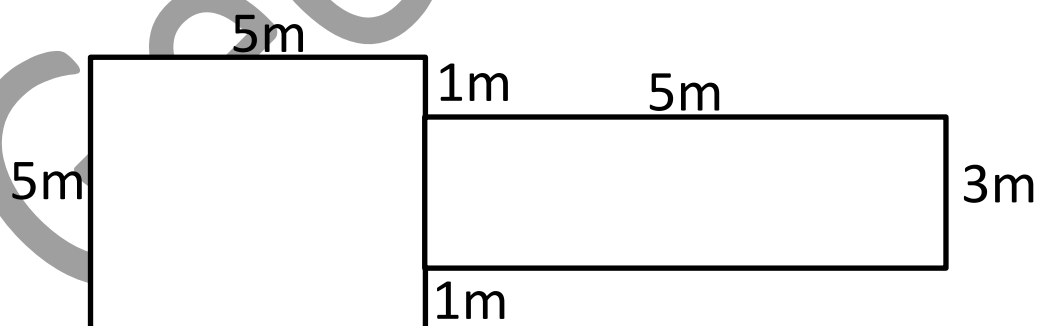
(3) Merge these to figures and then find the perimeter and the area:



The perimeter=.....

The area=.....

(4)



The perimeter=.....

The area=.....

(1) A rectangle its length is 5cm and its width is 4cm, Draw this rectangle and find its perimeter and its area?

The area=.....

The perimeter=.....

(2) units

4 units

Area=32 square units

What is unknown about this rectangle?

.....

What is known about this rectangle?

.....

Choose the correct answer:

(1) The perimeter of square of side length is 3 cm
=.....

- a) 9cm b) 12cm c) 15cm

(2) The area of the square=

- a) $L \times L$ b) $4 \times L$ c) $L \times W$

(3) The perimeter of the square=

- a) $L \times L$ b) $4 \times L$ c) $L \times W$

(4) The area of the square of side length is 7 m
=.....

- a) 48sqm b) 32sqm c) 49sqm

(5) The perimeter of a rectangle=.....

- a) $L \times L$ b) $4 \times L$ c) $L \times W$

(6) The side length of a square of perimeter is
36cm=.....

- a) 5cm b) 6cm c) 7cm

(7) the perimeter of a square of side length 8m=.....

- a) 16m b) 24m c) 32m

Unit5
lesson 1

Complete:

(1) Compare between 10 and 2.

10 istimes 2.

(2) Compare between 18 and 6.

18 istimes 6.

(3) Compare between 20 and 5.

20 istimes 5.

(4) Compare between 14 and 7.

14 istimes 7.

(5) Compare between 64 and 8.

64 istimes 8.

(6) Compare between 16 and 4.

16 istimes 4.

(7) Compare between 27 and 9.

27 istimes 9.

(8) Compare between 40 and 5.

40 istimes 5.

Lesson 2

Rewrite each equation using multiplication:

(1) $3 + 3 + 3 = \dots \times \dots$

(2) $2 + 2 + 2 + 2 + 2 = \dots \times \dots$

(3) $5 + 5 + 5 + 5 = \dots \times \dots$

(4) $6 + 6 + 6 + 6 + 6 = \dots \times \dots$

(5) $7 + 7 + 7 = \dots \times \dots$

(6) $9 + 9 + 9 + 9 + 9 = \dots \times \dots$

(7) $8 + 8 + 8 + 8 + 8 = \dots \times \dots$

(8) $4 + 4 + 4 + 4 + 4 + 4 = \dots \times \dots$

Fill in the plank to complete the multiplicative comparison statement:

(1)

4		4	4	4
---	--	---	---	---

.....is.....times 4.

(2)

2	2	2
---	---	---

.....is.....times 2.

Lesson 3

Write the equation and the solution for each of the following:

(1) A number is equal to 8 times 4.

Equation :

Solution :

(2) A number is equal to 3 times 5.

Equation :

Solution :

(3) A number is equal to 4 times 6.

Equation :

Solution :

(4) A number is equal to 6 times 7.

Equation :

Solution :

(5) A number is equal to 4 times 2.

Equation :

Solution :

Lesson 4

Complete by using the commutative property:

(1) $3 \times 20 = \dots \times 3$

(2) $13 \times 5 = \dots \times 13$

(3) $23 \times 9 = 9 \times \dots$

(4) $7 \times 12 = 12 \times \dots$

Use the commutative property to find the unknown number:

(1) $8 \times 11 = 11 \times a$

Then $a = \dots$

(2) $20 \times 17 = b \times 20$

Then $b = \dots$

(3) $10 \times 11 = c \times 10$

Then $c = \dots$

(4) $19 \times 32 = 32 \times d$

Then $d = \dots$

Complete:

(1) $2 \times 100 = \dots\dots\dots$

(2) $6 \times 1,000 = \dots\dots\dots$

(3) $\dots\dots\dots \times 9 = 9,000$

(4) $\dots\dots\dots \times 7 = 700$

(5) $3 \times \dots\dots\dots = 3,000$

(6) $4 \times \dots\dots\dots = 400$

(7) $1,000 \times \dots\dots\dots = 0$

(8) $1 \times \dots\dots\dots = 130$

(9) $453 \times \dots\dots\dots = 453$

(10) $17 \times \dots\dots\dots = 0$

(11) $\dots\dots\dots \times 0 = 0$

(12) $16 \times \dots\dots\dots = 1,600$

(13) $18 \times \dots\dots\dots = 180$

(14) $1,000 \times 8 = \dots\dots\dots$

(15) $1,000 \times \dots\dots\dots = 5,000$

Solve each of the following:

(1) $2 \times 3,000 = \dots\dots\dots$

(2) $5 \times 2,000 = \dots\dots\dots$

(3) $4 \times 3,000 = \dots\dots\dots$

(4) $6 \times 100 = \dots\dots\dots$

(5) $3 \times 600 = \dots\dots\dots$

(6) $5 \times \dots\dots\dots = 3,000$

(7) $\dots\dots\dots \times 700 = 2,100$

(8) $7 \times 5,000 = \dots\dots\dots$

(9) $6 \times 600 = \dots\dots\dots$

(10) $900 \times \dots\dots\dots = 0$

(11) $2 \times \dots\dots\dots = 4,000$

(12) $4 \times \dots\dots\dots = 1,200$

(13) $13 \times \dots\dots\dots = 13,000$

(14) $8 \times \dots\dots\dots = 800$

(15) $300 \times 8 = \dots\dots\dots$

Lesson 7

Applying the associative property to find:

$$(1) (2 \times 4) \times 5 = \dots \times \dots = \dots$$

$$(2) (5 \times 2) \times 6 = \dots \times \dots = \dots$$

$$(3) (2 \times 3) \times 8 = \dots \times \dots = \dots$$

$$(4) (2 \times 2) \times 9 = \dots \times \dots = \dots$$

$$(5) (10 \times 3) \times 4 = \dots \times \dots = \dots$$

$$(6) (3 \times 4) \times 2 = \dots \times \dots = \dots$$

$$(7) (2 \times 5) \times 5 = \dots \times \dots = \dots$$

$$(8) (3 \times 3) \times 8 = \dots \times \dots = \dots$$

$$(9) (10 \times 4) \times 4 = \dots \times \dots = \dots$$

$$(10) (4 \times 5) \times 6 = \dots \times \dots = \dots$$

$$(11) (5 \times 2) \times 7 = \dots \times \dots = \dots$$

$$(12) (2 \times 1) \times 9 = \dots \times \dots = \dots$$

$$(13) (0 \times 4) \times 51 = \dots \times \dots = \dots$$

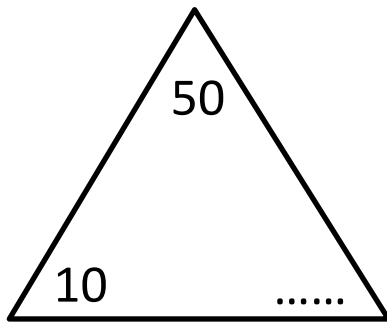
$$(14) (3 \times 2) \times 11 = \dots \times \dots = \dots$$

$$(15) (3 \times 4) \times 2 = \dots \times \dots = \dots$$

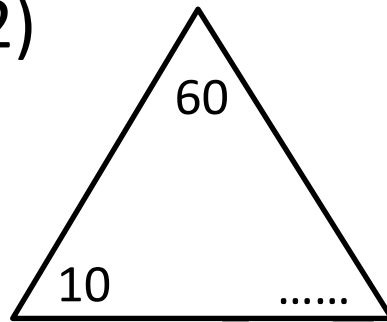
Lesson 8

Find the missing number:

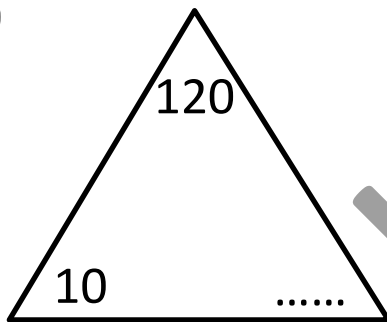
(1)



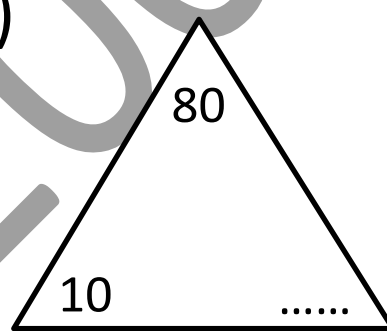
(2)



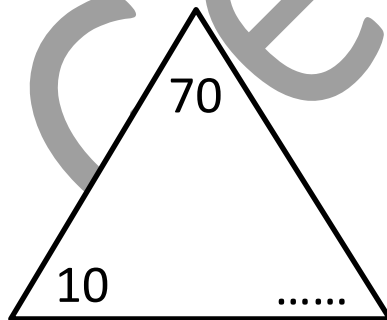
(3)



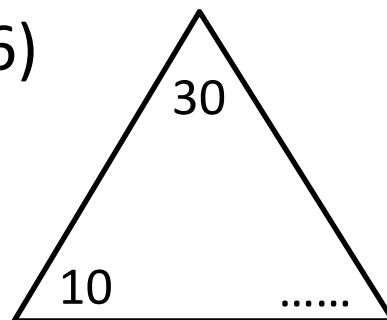
(4)



(5)



(6)



Unit 6
Lesson 1

Circle the factors of the following number:

- | | |
|---------|---------------|
| (1) 16 | (3 , 4 , 5) |
| (2) 12 | (3 , 5 , 7) |
| (3) 21 | (8 , 9 , 7) |
| (4) 10 | (3 , 4 , 2) |
| (5) 25 | (5 , 7 , 4) |
| (6) 6 | (3 , 4 , 2) |
| (7) 36 | (4 , 6 , 7) |
| (8) 24 | (4 , 9 , 3) |
| (9) 14 | (3 , 2 , 9) |
| (10) 27 | (3 , 9 , 5) |
| (11) 32 | (5 , 4 , 9) |
| (12) 20 | (5 , 3 , 4) |
| (13) 48 | (3 , 5 , 6) |
| (14) 72 | (8 , 9 , 5) |
| (15) 64 | (9 , 5 , 8) |

Lesson 2

Complete the following table:

Number	Factors	Prime or composite number
20
3
15
11
13
25
32

Lesson 3

Find the greatest common factor of each of the following numbers:

- (1) Factors of the number 15 are:
Factors of the number 25 are:
The common factors are:
The greatest common factors is:
- (2) Factors of the number 35 are:
Factors of the number 21 are:
The common factors are:
The greatest common factors is:
- (3) Factors of the number 16 are:
Factors of the number 12 are:
The common factors are:
The greatest common factors is:
- (4) Factors of the number 30 are:
Factors of the number 70 are:
The common factors are:
The greatest common factors is:

Lesson 4

Color the multiples of 5 with red color.

Color the multiples of 4 with green color.

Color the multiples of 3 with orange color.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson 5

From the previous chart find the multiples of each of the following up to 30:

(1) The multiples of 4 are:

The multiples of 8 are:

The common multiples of the two numbers are:

.

(2) The multiples of 5 are:

The multiples of 2 are:

The common multiples of the two numbers are:

.

(3) The multiples of 3 are:

The multiples of 4 are:

The common multiples of the two numbers are: .

.

Complete the following:

(1) If $40=5\times 8$, then Is a multiple of the two numbersand ,thenandare factors of the number.....

(2) If $12=3\times 4$, then Is a multiple of the two numbersand ,thenandare factors of the number.....

(3) If=..... \times, then 30 is a multiple of the two numbers 3 and ,then 6 andare factors of the number 30

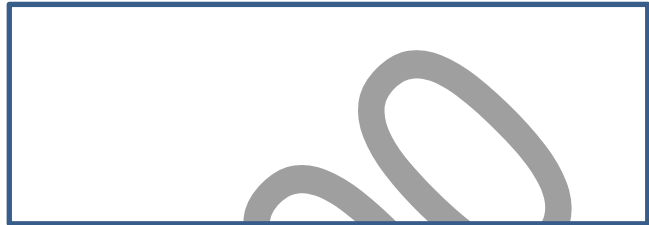
(4) An even number is the multiples of 3,4 and 6 and lies between 20 and 30. Then the number is

Unit 7

Lesson 1

Multiply using the area model strategy:

(1) $15 \times 3 = \dots\dots\dots$



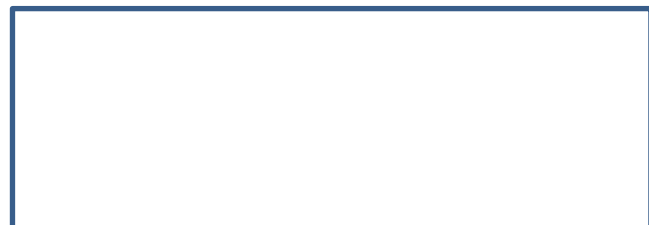
(2) $35 \times 5 = \dots\dots\dots$



(3) $4 \times 21 = \dots\dots\dots$



(4) $6 \times 42 = \dots\dots\dots$



Use the rectangle area model strategy to multiply:

(1) $4 \times 44 = \dots\dots\dots$

$$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$+ \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

(2) $3 \times 24 = \dots\dots\dots$

$$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$+ \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

(3) $4 \times 52 = \dots\dots\dots$

$$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$+ \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

(4) $6 \times 36 = \dots\dots\dots$

$$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$+ \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

Lesson 2

Use the distributive property to solve the following problems:

$$(1) 4 \times 74 = 4 \times (\dots\dots\dots + \dots\dots\dots)$$

$$= (4 \times \dots\dots\dots) + (4 \times \dots\dots\dots)$$

$$= \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

$$(2) 5 \times 123 = \dots\dots\dots \times (\dots\dots\dots + \dots\dots\dots + \dots\dots\dots)$$

$$= (\dots\dots \times \dots\dots) + (\dots\dots \times \dots\dots) + (\dots\dots \times \dots\dots)$$

$$= \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

$$(3) 6 \times 352 = \dots\dots\dots \times (\dots\dots\dots + \dots\dots\dots + \dots\dots\dots)$$

$$= (\dots\dots \times \dots\dots) + (\dots\dots \times \dots\dots) + (\dots\dots \times \dots\dots)$$

$$= \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

Lesson 3

Use the partial product to multiply:

(1) $7 \times 324 = \dots\dots\dots$

(2) $3 \times 144 = \dots\dots\dots$

$$\begin{array}{r} 324 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{l} (\dots\dots \times \dots\dots) \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \underline{\dots\dots\dots} \\ \dots\dots\dots \end{array}$$

$$\begin{array}{r} 144 \\ \times 3 \\ \hline \end{array}$$






$$\begin{array}{l} (\dots\dots \times \dots\dots) \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \underline{\dots\dots\dots} \\ \dots\dots\dots \end{array}$$

(2) $6 \times 535 = \dots\dots\dots$

$$\begin{array}{r} 523 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{l} (\dots\dots \times \dots\dots) \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \dots\dots\dots \\ (\dots\dots \times \dots\dots) + \underline{\dots\dots\dots} \\ \dots\dots\dots \end{array}$$

Complete the following table:

Problem	Product estimation	Area of rectangle model
$\begin{array}{r} 321 \\ \times 2 \\ \hline \end{array}$		 $\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$
$\begin{array}{r} 64 \\ \times 6 \\ \hline \end{array}$		 $\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$
$\begin{array}{r} 437 \\ \times 5 \\ \hline \end{array}$		 $\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$
$\begin{array}{r} 157 \\ \times 4 \\ \hline \end{array}$		 $\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$
$\begin{array}{r} 261 \\ \times 9 \\ \hline \end{array}$		 $\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

Lesson 4

Use the standard multiplication algorithm to multiply:

$$\begin{array}{r} (1) \quad 435 \\ \times \quad 4 \\ \hline \dots\dots\dots \end{array}$$

$$\begin{array}{r} (2) \quad 328 \\ \times \quad 3 \\ \hline \dots\dots\dots \end{array}$$

$$\begin{array}{r} (3) \quad 63 \\ \times \quad 8 \\ \hline \dots\dots\dots \end{array}$$

$$\begin{array}{r} (4) \quad 709 \\ \times \quad 5 \\ \hline \dots\dots\dots \end{array}$$

Lesson 5

Use the standard multiplication Algorithm to multiply:

$$\begin{array}{r} (1) \quad 231 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 544 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 671 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 2,830 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 6,004 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 341 \\ \times \quad 4 \\ \hline \end{array}$$

Lesson 6

Use the rectangle area model strategy to multiply:

(1) $61 \times 30 = \dots\dots\dots$



(2) $40 \times 36 = \dots\dots\dots$



(3) $55 \times 20 = \dots\dots\dots$



Lesson 7

Use the rectangle area model to multiply:

$$(1) 16 \times 25 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

\times	10	6
20	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$
5	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$

$$(2) 43 \times 33 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

\times	40	3
30	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$
3	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$

$$(3) 82 \times 57 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$= \dots\dots\dots$$

\times	80	2
50	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$
7	$\dots\dots \times \dots\dots = \dots\dots$	$\dots\dots \times \dots\dots = \dots\dots$

Lesson 8

Find partial product Algorithm to find:

(1) $38 \times 21 = \dots\dots\dots$

.....	
×.....	

(.....×.....)
(.....×.....) +
(.....×.....) +
(.....×.....) +

.....	

(2) $94 \times 25 = \dots\dots\dots$

.....	
×.....	

(.....×.....)
(.....×.....) +
(.....×.....) +
(.....×.....) +

.....	

Use the standard Algorithm to find:

(1) $73 \times 23 = \dots\dots\dots$

	×

(.....×.....)
(.....×.....) +

(2) $94 \times 51 = \dots\dots\dots$

	×

(.....×.....)
(.....×.....) +

Solve the following problems:

(1) On Saturday, a butcher sold 200 kilograms of meat. On Sunday, he sold twice that amount. On Monday, he only sold 110 kilograms.

How much more quantity did the butcher sell on Friday than on Saturday?

.....

.....

(2) Mohamed walked 8 km on Friday and 6 km on Saturday. Malik repeated this every weekend for 6 weeks.

How many kilograms did Mohamed walk at the six weeks?

.....

.....

Lesson 10

Complete the following table:

Problem	Dividend	Divisor	Quotient	Remainder
$23 \div 5$
$15 \div 2$
$44 \div 8$
$30 \div 4$
$27 \div 6$

(2). There are 53 mugs that needs to be boxed and shipped .each box holds five cups.

How many boxes are needed to ship the cups?

.....

.....

.....

Lesson 11

Complete the following table:

Equation	Related fact	Quotient
$120 \div 4$
$1,500 \div 3$
$4,000 \div 2$
$3,500 \div 5$
$24 \div 6$
$600 \div 2$
$8,000 \div 8$
$2,700 \div 9$
$14,000 \div 7$

Lesson 12

Find the quotient in each of the following:
(use the area model strategy)

1) $84 \div 6 =$

2) $90 \div 4 =$

6 x=.....

6 x=.....

4 x=.....

4 x=.....

.....

.....

3) $457 \div 3 =$

--	--	--

.....

.....

.....

4) $96 \div 5$

--	--

.....

.....

5) $919 \div 4$

--	--	--

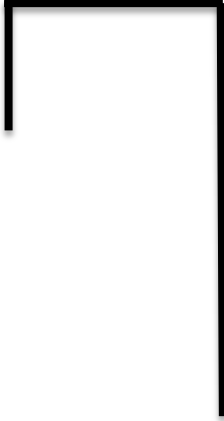
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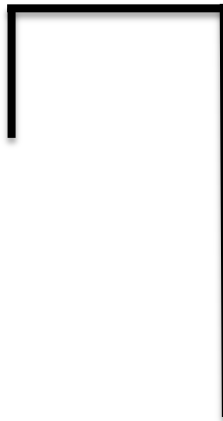
Lesson 13

Use the partial quotient Algorithm to divide:

$67 \div 4$



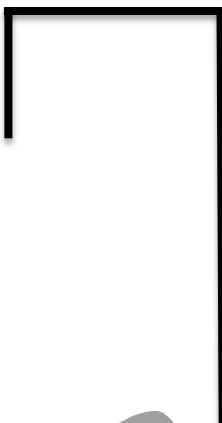
$84 \div 3$



$625 \div 5$



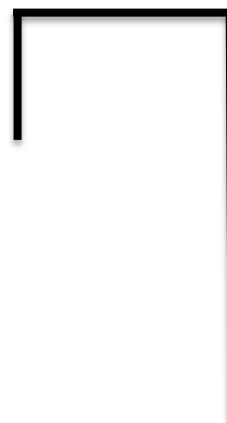
$937 \div 4$



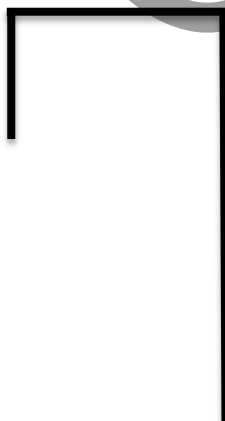
$9248 \div 4$



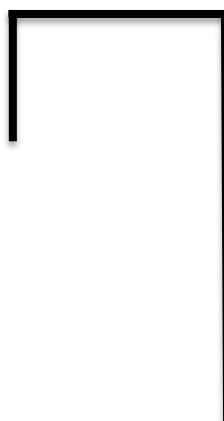
$6278 \div 3$



$675 \div 5$



$897 \div 4$



$8215 \div 3$



Lesson 14&15

Divide using the standard division Algorithm:

$$65 \div 5 =$$

$$97 \div 4 =$$

$$456 \div 3 =$$

$$837 \div 6 =$$

$$8457 \div 3 =$$

$$9807 \div 3 =$$

Lesson 16

Mousa owns 347 small glass balls . kamal owns 4 times as much as mousa . hala has 799 less than kamal how many glass balls does hala have ?

.....

.....

.....

.....

Mai and her mother want to plant a garden and they will buy 35 tomato seedlings , 16 carrot seedlings and 9 beet seedlings they want to put the seedlings in 6 rows . how many seedlings are there in each row ?

.....

.....

.....

.....

Ahmed read 814 pages of story book in one month and his brother read 3 times as many pages as Ahmed in same month how many pages did Ahmed and his brother read all together?

.....

.....

.....

.....

Unit8
Lesson 1

Estimate the solution of each problem and use the appropriate strategy to solve:

$$1,892 + 3,267 = \dots\dots\dots$$

Estimation

$$75,612 - 56 = \dots\dots\dots$$

Estimation

$$127 \times 6 = \dots\dots\dots$$

Estimation

$$177 \times 5 = \dots\dots\dots$$

Estimation

Lesson 2

Solve the following problems:

$$349 + 199 = \dots\dots\dots$$

$$9,230 - 455 = \dots\dots\dots$$

$$18 \times 62 = \dots\dots\dots$$

$$678 \div 6 = \dots\dots\dots$$

Lesson 3

Follow the order of operations to solve the following problems:

$$12-2+5 = \dots\dots\dots$$

$$5\times 6\times 3 = \dots\dots\dots$$

$$24\div 6\div 4 = \dots\dots\dots$$

$$9\times 4\div 6 = \dots\dots\dots$$

$$5\times 4+3 = \dots\dots\dots$$

$$24\div 8\times 4 = \dots\dots\dots$$

$$32\div 8+5 = \dots\dots\dots$$

$$16-8\div 4 = \dots\dots\dots$$

Solve the following puzzle :

$$\square + \square + \square = 12$$

$$\triangle + \square + \square = 18$$

$$\triangle + \triangle + \bigcirc = 26$$

$$\square \times \bigcirc + \triangle = \dots\dots\dots$$

Follow the order of operation to solve the problems:

a) $3+4\times 6$

=.....

=.....

b) $48\div 4+9$

=.....

=.....

c) $8\times 3+6\div 2$

=.....

=.....

d) $21\div 3-2\times 3$

=.....

=.....

e) $7+70\div 10-2$

=.....

=.....

h) $30\div 5+4\times 7+2\times 6$

=.....

=.....

Lesson 4

1) Ahmed love chocolate. He received 247 bars of chocolate for his birthday. He ate 25 bars of chocolate and wants to give the rest to 6 of his friend. How many bars of chocolate would each friend have if they divided them equally?

.....

.....

.....

.....

.....

.....

2) Adel walked 14 kilometers every day for two weeks
The following week, Maha walked 56 kilometers.
How many kilometers did she walk during those three weeks?

.....

.....

.....

.....

.....

.....

3) Yassin should take the bus to go to work. It takes 27 minutes to reach the bus stop near his works place. After that, he has to walk for 12 minutes from the bus stop to his workplace. How many minutes does Ashraf spend on his way to work 5 days a week?

.....

.....

.....

.....

.....

.....

4) Write a word problem that can be represented by the equation:

$6+36\div4$

.....

.....

.....

.....

.....

.....